

Name: Denise  
Date of Birth: October 29, 1985

Denise is a 16-year-old high school student with good social and communication skills. She participates in band. Denise also is a member of SADD (Students Against Drunk Driving) and of the student council. Denise enjoys school and is motivated to complete her assignments and get good grades. She has good attendance and is well liked by her peers and her teachers.

Denise lives at home with her father and two siblings. Her father is very involved in her schooling and, although supportive of her attending college, quite concerned about the financial aspects and the drain it will cause on her family. Denise has worked for the past two years at McDonald's and has kept that money in a savings account. She also has been an assistant in the front office at school. She and her friends have helped their parents with garage sales and bake sales, greeting customers and handling sales.

Denise has been enrolled in special education since the 5<sup>th</sup> grade. She has a learning disability in the area of written language. Her math and reading skills are at the Proficiency Level of the Arizona Academic Standards. She has received instruction in a pullout model, an integrated model, and is now in an inclusion model. Denise has dreams of going to college to pursue a degree in tourism and hospitality.

Denise feels she has graduated from special education. She does not willingly accept assistance from the special education department. Denise does not explain her disability to her general education teachers or ask for the accommodations she needs. She has a difficult time taking tests, and dealing with test phobia.

Denise is enrolled in the necessary classes to obtain a high school diploma. She needs to take additional classes to have the necessary college entrance requirements, specifically in math and English. She also needs to take a foreign language class. She has taken beginning keyboarding but wants to become more proficient in the use of the computer to prepare her for the papers she will be writing in college.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Student Name <b>Denise</b>			Date of Meeting <b>February 6, 2002</b>	
<b>Student Demographics</b>				
DOB <b>October 29, 1985</b>	Age <b>16</b>	Grade <b>10</b>	Home Language <b>English</b>	LEP [ ]Y [X] N
School of Residence <b>Likealot School</b>	School of Attendance <b>Likealot School</b>		Language of Instruction <b>English</b>	Category of Eligibility <b>SLD</b>
Parent/Guardian <b>Mr. David Denial</b>	Home Address <b>8 lbelieve Drive</b>		Home Phone <b>(602) 555-1932</b>	Work Phone <b>(602) 555-2323</b>

<b>IEP Team Meeting Participants §300.344(a)(1-7)</b>		
Role	Name	Date
Student	<b>Denise</b>	<b>2/6/02</b>
Parent/Guardian/Surrogate	<b>David</b>	<b>2/6/02</b>
LEA Representative	<b>Maxine</b>	<b>2/6/02</b>
Special Education Teacher	<b>Hilda</b>	<b>2/6/02</b>
Regular Education Teacher	<b>Theresa</b>	<b>2/6/02</b>
Individual to interpret the results of the evaluation		
Agency Representative		
Interpreter _____ language		
Other <b>Guidance Counselor</b>	<b>Gilda</b>	<b>2/6/02</b>
Other <b>Band Instructor</b>	<b>Drew</b>	<b>2/6/02</b>

**Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).**

Denise wants to pursue a college degree in hospitality and tourism. She would like to begin at a community college and obtain a part-time job in the field of hospitality management. Denise wants to take a computer class so she can be more efficient in college as well as on the job as she knows computers are frequently used in the hospitality and tourism industry. She enjoys music and would like to find a place in the community where she can participate in a choir or music environment. Denise also believes in helping with civic causes and wants to find a civic group that helps fight alcohol and drug abuse.

**Present Levels of Educational Performance (PLEP)**

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Denise has good social and communication skills. She enjoys school and is motivated to complete her assignments and get good grades. She has good grades. She has good attendance and is well liked by her peers. Denise is very active both on and off campus. She is involved in SADD, a member of Student Council, and plays in the school band. Denise has maintained a job at McDonalds for the past two years gaining work experience. She has been saving her money in a bank account so that she can go to college after graduating from high school.

Denise's work ethic is reflected in her motivation to excel in school as well as to maintain a job and extracurricular activities. She is self-motivated and has leadership skills. However, when it comes to needing assistance, she is reluctant to ask for help and for the accommodations she needs to be successful. Denise works hard in school but has a difficult time with written language. She is very verbose but when asked to place her thoughts down on paper, Denise struggles. She benefits from developing an outline with key words and phrases to organize her story, narrative, or report. She performs at the Proficiency Level in reading and math.

Although Denise feels she is ready to exit from special education services, it is apparent that with Denise's difficulty taking tests and dealing with test phobia, there are still skills Denise needs to work on so that she will pass the entrance examinations to schools where she can receive training in hospitality and tourism. Denise also needs training in being a self-advocate in school as well as in other settings.

Denise is 16 years old and on target for graduation. She needs math, English, and a foreign language class as well as wants to be more proficient in the computer. Denise will need help with financial assistance and planning so that she will have the funds necessary to go on to get a degree in hospitality and tourism.

**Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:**  
§300.347 (7)(b)(1)

Age: 16 School Year: '01-'02	Age: 17 School Year: '02-'03	Age: 18 School Year: '03-'04	Age: _____ School Year: _____	Age: _____ School Year: _____
World History/Geography	US History	American Government/Free Enterprise		
English II	English III	English IV		
Earth Science	Biology	Computers		
Band	Band	Graphic Arts and Design		
Algebra I	Algebra II	½ day work experience- 1 <sup>st</sup> semester hotel management; 2 <sup>nd</sup> semester travel agency		
Spanish I	Spanish II			
Total credits earned: <u>6</u>	Total credits earned: <u>6</u>	Total credits earned: <u>5</u>	Total credits earned: _____	Total credits earned: _____

**Additional Educational Opportunities:**

Denise wants to take summer school to enroll in the computer classes which are prerequisites to the Graphic Arts for her senior year. She will maintain her job at McDonald's throughout high school, gaining customer service and sales experience. She wants to talk with her supervisor at McDonald's to see if she can take time off from work during the summer between her junior and senior year of high school to obtain a job in a hotel so she gets hands-on experience in the hospitality area. Denise will continue with service learning projects through SADD and sponsored by the Student Council. Denise will investigate taking a self-advocacy course in the summer of 2002.

**Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)**

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

- ☒ Yes, Date: February 6, 2002
- ☐ Guardianship legally held by other \_\_\_\_\_

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Enroll in a self-advocacy course *Enroll in a SAT prep course *Research post-secondary institutions that have hospitality/tourism degree *Obtain, complete, and submit applications for financial assistance	*Denise, Arizona Bridge to Independent Living *Denise and local community college *Denise and Guidance Counselor  *Denise and Denise's dad	*ABIL-there is no expense for this *Denise and Denise's dad  *School  *Denise and her father will be responsible for any expenses incurred.
Community Experiences:	*Participate in SADD *Identify community clubs that conduct fine arts performances (music)	*Denise *Denise and Band Instructor	*School *School
Employment:	*Obtain summer work experience in hotel management *Participate in work experience in hotel management and travel agency *Conduct 3 informational interviews with adults in the hospitality/tourism sector	*Denise, Job Service Counselor  *Denise, School  *Denise	*Denise, Arizona One-Stop Career Center Summer Youth Work Program *Denise, School  *There is no expense incurred for this activity.
Related Services:	*Meet with VR determine eligibility for services	*Denise and VR	*There is no expense to apply for VR services
Post-secondary training and Adult Living:	*Collect information regarding Denise's desired residential life beyond high school *Meet with a financial advisor for planning and investing	*Denise, School  *Denise and Denise's dad	*School  *Denise, Denise's dad
Daily Living (if appropriate): Denise's IEP team identified no long term needs in daily living skills at this time.			
Functional Vocational Evaluation (if appropriate):	*Complete Community and Independent Living Assessment	*Denise, Independent Living Center	*Independent Living Center-there is no expense for this activity.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

**Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)**

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
2001-2002	SAT prep course	Community College	Denise & Guidance Counselor, Aug. '02	Aug. '02 – Dec. '02	Preparation for college entrance examinations
2002-2003	*Job placement and assistance  *Referral to Independent Living Center	*Arizona One Stop Career Center *ILC Counselor	*Denise, March '02  *Denise	*May '02-August '02  *May '02	*Summer work experience in field of interest *Independent Living and Community assessment to determine strengths and prepare for college/advocacy
2003-2004	Eligibility determination	Vocational Rehabilitation	Denise and Denise's dad, Aug. '03	Aug. '03 – Aug. '04	Possible eligibility for services (tuition for college)